

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School administrative unit name: MSAD #27

Name and title of person responsible for gifted and talented program:  
Jamie Pelletier GT/ Coordinator GT/Teacher

Phone number: 2078345540

Email address: jamiepelletier@sad27.org

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

BENJAMIN SIROIS  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date application submitted to Maine DOE for review: 1-19-16

**FOR INFORMATION CONTACT:**  
Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**  
GT.DOE@maine.gov

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: [Signature]

Date of Approval: 1/25/16

## ***Initial Application***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

### **Academic program philosophy:**

MSAD #27 recognizes the need for students who perform in the top 3-5% of the total district student population in the area of academics to receive instruction that will challenge their academic ability in order to help them grow to their full cognitive potential and excel beyond the peer group. In order to do that, we offer differentiated instruction in the form of special program opportunities and enrichment activities geared toward specific needs, interests, and talents. These activities and programs are fully aligned with the Common Core and Next Gen Science standards.

### **Arts program philosophy:**

MSAD #27 recognizes that while all students benefit from enrichment opportunities in visual and performing arts arena, there are a small percentage of those students whose visual and performing arts talents excel far beyond those of their peers. By virtue of these higher abilities these students need services beyond the regular school program in the form of specialized instruction and enrichment opportunities in order that they may develop to their full artistic potential.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

**Academic program abstract:**

This abstract provides general information about the delivery of the MSAD #27 GT Academic Program. Grade K-2 Students receive differentiated academic instruction across all content areas provided by the classroom teacher.

Grade 3- Students are monitored, and screened. Students receive differentiated academic instruction in all content areas provided by the classroom teacher.

Grade 4-8. MSAD #27 GT students receive instruction through a Pull-out Plus program. GT students identified in ELA and math receive one hour per week of pull-out instruction. In addition to this, GT student take part in various regional ARGTE events plus the district enrichment events, workshops, and fieldtrips.

In this coming school year MSAD #27 plans to implement a process for identification of students in all content areas including science and social studies which shall include teacher recommendation specific to science and social studies, CogAt results, GPA, and NWEA data.

Grade 9-12

MSAD # 27 high school students are very fortunate to have a wide variety of challenging and differentiated learning opportunities. GT students meet with the GT teacher to construct an ILP which provides for differentiated instruction in the identified area(s). Students' needs are met through a variety of honors and AP classes, and in addition to this GT students are able to attend the Pleasant Street Academy and Early College Program-both coordinated through UMFK. In the event that a student's needs are still not met, the GT teacher helps find a suitable course in the specific interest of talent area either at UMFK (outside the early college offerings), online, or through EdEx offerings. Students also attend various ARGTE events, and district enrichment events, workshops, and field trips coordinated by the GT teacher.

**Arts program abstract:**

This abstract provides general information about the delivery of the MSAD #27 GT Visual and Performing Arts Program.

Grade K-3: Students are continually monitored in arts and receive musical instruction from a certified music teacher and arts instruction provided by the classroom teacher.

Grade 4-8: Students are continually screened. Students are identified and receive differentiated instruction via a choral group that meets weekly. GT Arts students take part in various regional ARGTE events such as Visual Arts Day at UMPI plus the district enrichment events, workshops, and fieldtrips coordinated by the GT teacher.

Grade 9-12:

Students are continually monitored and screened in VPA by the arts/ drama teacher and the GT teacher. GT performing arts students are part of the MSAD #27 drama team that is consistently competitive at the state level. GT performing arts students meet regularly and participate in a variety of local and state competitions. Choral students participate in All Aroostook and All State competitions. GT VPA students also attend various ARGTE events such a Visual Arts Day at UMPI, and Performing Arts Day at MSSM, as well as district enrichment events, workshops, and field trips coordinated by the GT teacher.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

## **Academics**

### **Goals:**

Goal 1: The primary goal of the MSAD #27 GT Program is to develop life-long collaborative-thinking, problem-solving, critical thinking, and communications skills in our gifted population through a variety of real world, hands-on measures as well as to address gender inequity issues in math and science.

Goal 2: The secondary goal of the MSAD #27 GT Program is to provide differentiated programming opportunities to meet the needs of our gifted students.

### **Objectives:**

Objective 1: The primary objectives of the MSAD #27 GT Program are to provide identified students with individual learning plans that offer challenges and opportunities to develop their individual gifts and to stimulate inquiry-based skills and critical thinking in order to develop a deeper understanding of the identified area and allow the gifted student to pursue his/her own interests and/or talents in later life.

Objective 2: A secondary objective of the GT academic program is to develop positive, cooperative relationships between classroom teachers and the GT teacher in order to create a rich learning environment for gifted students inside and outside of the classroom.

### **Activities**

#### **Activity 1:**

The MSAD #27 G/T staff and contracted professionals will meet the needs of the gifted learners through acceleration, compacting, enrichment, and other various methods of differentiation.

Activity 2: Students will engage in critical thinking, problem-solving, logical reasoning, and collaborative thinking exercises that will sharpen their skills.

## **Arts**

### **Goals:**

VPA: Goal 1 to increase exposure and awareness of the arts through enrichment opportunities.

Goal 2: to provide individualized instruction for GT students gifted musically and/or artistically through differentiation opportunities.

**Objectives:**

Objective 1: Provide students with enrichment and exposure to VPA by attending professional events and bringing professionals and professional materials into the classroom. In the area of visual and performing arts the primary objectives will be for GT students to participate in events that give them the opportunity to experience the arts up close and in a hands-on manner in order to develop a deeper understanding of how art and culture shape one another.

Objective 2: Provide students individualized exposure (within their areas of talent) via mentoring and professional support

**Activities**

Activity 1: Students will engage in pull-out sessions and field trip activities that allow them to develop a sense of self-confidence and take pride in their accomplishments.

Activity 2: Students will be engage in travel to visual and performing arts events to gain exposure.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

**General Intellectual Ability****Screening:**

MSAD#27 uses the results of the following measures to screen for general intellectual ability in the areas of math, language arts and at the next screening meeting science and social studies : CogAt, student grades(GPA above 95), NWEA(top 3-5% math, LA, science) along with the Teacher Recommendation Form.

**Selection:**

The MSAD #27 selection committee consisting of the GT teacher, an administrator, and a guidance counselor meets annually to examine data of students in Grades 3,6 &9 as well as transfer students in other grades and other referrals. Results of CogAt and Teacher Recommendation Form specific to content area are tallied and closely examined to determine which students fall in the top 3-5% of the district population in General Intellectual Ability.

**Placement:**

The GT teacher sends a permission form (along with a parent survey/rating instrument which contains some questions pertaining to student intellectual ability) to parents of newly identified students. With parent permission, the student enters the GT program. A list of all identified students is sent to the superintendent of schools. At this point the student stays in the program for the duration of school years unless otherwise dismissed. \*See exit procedure.

## Academic Aptitude

### Screening:

MSAD#27 uses the NWEA along with the Smarter Balance ( this replaced the NECAP in 2014-2015) as objective measures of determining academic aptitude. As a subjective measure, the Teacher Recommendation Form contains a rating scale that allows the teacher to score student academic aptitude.

### Selection:

The MSAD #27 selection committee consisting of the GT teacher, an administrator, and a guidance counselor meets annually to examine data of students in Grades 3,6 &9 as well as transfer students and other referrals. Results of NWEA, Smarter Balance, and Teacher Recommendation Form are tallied and closely examined to determine which students fall in the top 3-5% of the district population in Academic Aptitude.

### Placement:

The GT teacher sends a permission form (along with parent survey/rating instrument which contains questions pertaining to student academic aptitude) to parents of newly identified students. With parent permission, the student enters the GT program. A list of all identified students is sent to the superintendent of schools. At this point the student stays in the program for the duration of school years unless otherwise dismissed. \*See exit procedure.

## Artistic Ability

### Screening:

1. Teacher Nomination: MSAD #27 uses two separate rubrics to measure student artistic ability. One is specific to visual arts, the other to performing arts most often filled out by art, theater, music teacher but on occasion a classroom teacher
2. Self-Referral: parent will refer a student in the form of a letter expressing interest/ talent. In these later cases, former VPA teachers are consulted and/or asked to fill out the rubric.
3. Student portfolios: These can include performances and/or auditions, pieces of art.

**Selection:**

The MSAD #27 selection committee consisting of the GT teacher, an administrator, and a guidance counselor meets annually to examine the collected data including rubrics and any portfolios, self-referalls or other submitted materials are closely examined to determine which students fall in the top 3-5% of the district population in VPA.

**Placement:**

The GT teacher sends a permission form (along with parent survey/rating instrument which contains questions pertaining to student academic aptitude) to parents of newly identified students. With parent permission, the student enters GT program. A list of all identified students is sent to the superintendent of schools. At this point the student stays in the program for the duration of school years unless otherwise dismissed. \*See exit procedure.

**Process for transfer students:**

Transfer students are not automatically placed in the MSAD #27 GT Program. In the event of a transfer, the selection committee will review the student's academic records (including standardized test scores, teacher referral and other selection criteria) and compare with the current student population. If the transfer student falls within the top 3-5% range of the district student population in that grade and area, the student will be identified as GT and invited to join the program.

**Exit Procedure:**

Identification as gifted and talented in MSAD #27 is not unconditional. In the event that a student does not take responsibility for his/ her own learning the MSAD #27 GT Policy outlines several circumstances through which that student may exit:

1. Parent request for dismissal may occur at any point.
- B. Student failure to maintain the criteria required of specific coursework, for example in Honors or AP classes may result in dismissal from the GT program.
- C. A student may exit the program upon request of the GT teacher and with consensus of the selection committee after full consideration of the gifted student's individual progress.

**Process for appeals:**

In the past, appeals from parents, teachers, and other professional staff have been handled through a MSAD #27 Selection Committee Review. The committee meets and reviews the pertinent information and data and decides either to grant or deny the appeal or amend the student program. Parents may appeal further to the MSAD #27 Superintendent of Schools to review GT Selection Committee information, reconsider student eligibility, review placement of a child already in the program, or to review removal of a student. In the event of this appeal, the Superintendent of Schools has final say.

**5. Provide a description of the staff development that takes place in order to implement the program(s).**

The MSAD #27 GT coordinator/ teacher is a director of the Aroostook Regional Gifted and Talented (ARGT), a group of Aroostook County GT teachers which meets regularly in order to share ideas and construct a GT academic and arts program for county GT students. In addition to inservice sessions, enrichment and collaboration provided by this group, the GT teacher attends the annual MEGAT conference as well as other GT conferences and regularly reports findings back to colleagues during departmental meetings and inservice days. The program director also coordinates a large robotics event. Last year she worked with a group of classroom teachers to bring FIRST LEGO to Aroostook County. Ten district teams put on the first of its kind in the state, JR. LEGO EXPO. Tom Bickford of Maine Robotics was part of the EXPO held at the University of Maine at Fort Kent (UMFK). The following day, she also coordinated a workshop in which Mr. Bickford provided an introductory robotics course for county teachers. In addition to this, the G/T teacher is the district representative in Aroostook Right to Read (AR2R) a group of county educators whose mission is to promote literacy in Aroostook County. On the district level, she coordinates events such as Read Across Aroostook, the annual Aroostook County Young Author Conference attended by district teachers and students. For the past two years, she has coordinated residency programs facilitated by notable authors, artists, and theater professionals designed for students and teachers alike. In addition to this, she has worked with classroom teachers on projects like NASA's Tomatosphere and chicken hatching explorations, and given GT informational session to the MSAD #27 board of directors and administrators as well as the faculty of CHS. She also brings MLTI educators into the district to provide iPad workshops for staff and students and regularly aids classroom teachers by putting them in touch with GT both digital and hard copy resources.

**6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.**

Staffing consists of the GT coordinator/teacher who plans and schedules all ARGT events plus all other workshops, field trips, pull-out sessions and residency programs and provides all pull-out instruction. In addition to the GT teacher's instructional responsibilities, outside professionals have been contracted to provide residency programs in visual arts, performing arts, math/robotics, and language arts.

All independent contractors and events they facilitate are managed by the GT coordinator. Clear expectations of responsibilities, goals, and desired outcomes are communicated verbally during initial contact phases, and in writing via contract during later phases. Payment is withheld until all expectations are met. During the 2015-2016 school year independent contractors will include a robotics coach, foreign language coach, theatrical consultant, and visual arts consultant.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Jamie Pelletier	Yes	Both	K-12	Full-Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a description of the annual program self-evaluation process.

The current program self-evaluation process involves reviewing student and parent feedback as well as feedback from teachers and administrators.

Staff: I am fortunate to have a supportive group of teachers to work with. We are very open with feedback and often times we have brief meetings or planning sessions in which we choose events. This is helpful in terms of meeting students' program needs and also invaluable in avoiding scheduling conflicts. In one or more of the sites, the administrator provides feedback in these meetings, which helps make things run smoothly by providing an everyone-on-the-same-page kind of atmosphere. The administrators in SAD #27 have provided me with consistent written feedback which is extremely helpful during reflective periods and the planning process.

Students: After every ARGT event students fill out a detailed survey. Students also fill out periodic exit sheets and end of the year surveys. In addition to this I seek constant verbal feedback from them pertaining to instructional activities and units.

Parents: Parent feedback comes in different forms. An annual form is sent out, but by and large, the best form of feedback comes through e-mail. I am connected to all of my parents through e-mail. I contact most of them on a regular (sometimes weekly in the case of younger students) basis sending photos and descriptions of activities and/or programs or units of instruction we are working on. The feedback I get from this is extremely valuable because of its immediacy. I keep these e-mails in a folder and reflect on them periodically, using that information to guide my planning for the upcoming year.

Each spring the G/T Coordinator and G/T Advisors meet to conduct a program review which entails analyzing data from NWEA in math and language arts, CogAt testing, and student GPA's. This data is used to inform programming decisions and shape the future school year's programming.

8. Provide a description of the costs to be incurred to implement the program(s).

Costs for programs are intended to cover visual arts consumables and science consumables, LEGO robotics field set-up kits and storage container systems, and novel sets for Battle of the books. In addition costs will pay for tuition fees and travel to ARG T events as well as field trips to the Challenger Center in Bangor, Expanding Your Horizons at the University of Maine at Orono, Space Camp (for girls only) at the Challenger Center in Bangor, and Cool2Career Digital Media Expo at Husson University, and a bus trip to Boston to visit Boston Museums of Fine Arts and Museum of Science, JFK Library and Museum, Boston Planetarium, for secondary students. The purpose of this trip is to expose the students to several educational institutions in an urban setting and will include a live performances and fine arts and science exhibits unavailable in our remote area of the state. Creative writing courses from Gotham Institute in New York City will be offered for a student gifted in writing with a passion to be a professional writer. These courses provide professional authors who mentor students.

All these fieldtrips are for GT kids only. Other allowable expenses will include travel for the GT director to annual conferences, regional ARG T meetings, AR2R meetings. Staffing costs will include salary and benefits for the GT coordinator/teacher as well as costs for independent contractors and facilitators. These contractors include an oil paint artist who will introduce new art concepts and technique to students, a Rube Goldberg design engineer who will design and build Rube machines with students, a theater consultant who will present workshops on diction, stage direction, acting motivation, and other theatrical concepts, a robotics instructors/mentors who will teach students Mindstorms Programming and conduct robot track meets as well as mentor Lego teams. CogAt material costs include replacement answer sheets as well as costs for scoring.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Jamie Pelletier	\$55,717.90	\$23,879.10
Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Louise Pelletier Art	\$300	
Kelley Marquis Robotics	\$1800	
Rob Gray Theatre	\$2800	\$1300
Peggy Carson Lego		\$1500
Subtotal	\$4900	\$2800

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Visual Arts Consumables	\$150	Visual Arts Consumables	\$100
Battle of the Books Novels	\$750		
Hands-On Sci Consumables	\$200	Science Materials	\$150
Mastermind/ Chess/ Rube Works	\$100		
CogAt Materials/Scoring	\$300	CogAt Materials/Scoring	\$150
LEGO & Jr. FLL Materials	\$500		
<b>Subtotal</b>	<b>\$2000</b>	<b>Subtotal</b>	<b>\$400</b>

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
LEGO State Competition	\$1650	Boston Museum/Sci. trip	\$6,000
Challenger Center Fieldtrip	\$1000		
Expanding Horizons UMO	\$600		
<b>Subtotal</b>	<b>\$3250</b>	<b>Subtotal</b>	<b>\$6,000</b>

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
LEGO Registration 3 teams	\$500	Creative Writing Course	\$450
ARGT Events	\$3,850	ARGT Events	\$1000
Challenger Space Camp/8 Girls	\$4,000		
<b>Subtotal</b>	<b>\$8350</b>	<b>Subtotal</b>	<b>\$1450</b>

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
Annual MEGAT Conference	\$450		
ARGT Directors' Meetings	\$250	ARGT Directors' Meetings	\$100
<b>Subtotal</b>	<b>\$700</b>	<b>Subtotal</b>	<b>\$100</b>

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$55,717.90	\$23,879.10
Auxiliary Staff	\$0	\$0
Independent Contractors	\$4900	\$2800
A. Materials & Supplies	\$2000	\$400
B. Other Allowable Costs	\$3250	\$6000
C. Student Tuition	\$8350	\$1450
D. Staff Tuition/PD	\$700	\$100
<b>Total</b>	<b>\$74,917.90</b>	<b>\$34,629.10</b>